DOCUMENT RESUME

ED 081 645 SO 005 485

TITLE	Project on Asian Studies in Education (PASE).
INSTITUTION	Michigan Univ., Ann Arbor. Project on Asian Studies in Education.
PUB DATE	[72]
NOTE	7p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Area Studies; Asian History; *Asian Studies; College High School Cooperation; *Curriculum Development; Foreign Culture; Inservice Teacher Education; Instructional Improvement; Instructional Materials; Library Material Selection; Program Descriptions; Resource Materials; Secondary Education; *Social Studies; *Teacher Education; Textbook Selection
IDENTIFIERS	Minicourses; PASE; *Project on Asian Studies in Education

ABSTRACT

The focus of the Project on Asian Studies in Education (PASE) is assistance to teachers in secondary schools and two and four year colleges in the Midwest to improve their instruction of Asian Studies through better teacher training and guidance in selecting educational materials. This is to be accomplished by: 1) providing a Resource Center with a coordinator and library of materials to aid teachers in planning their curricula; 2) in-service training for secondary school and college instructors through seminars, conferences, and a year's study for secondary teachers at Michigan's Asian area center; 3) providing greater learning opportunities at all levels for future teachers of Asian Studies. Special aspects of this project include a Mediamobile, a mobile unit with selected resources for dissemination, and Mini Courses, packages which use current pedagogical materials to develop units concerning Asia culture. (Author/KSM)

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The Project on Asian Studies in Education (PASE) is designed to bridge the gap between the university area centers and public education on Asia. The project was initiated in the Spring of 1971 by the Center for Chinese Studies. Since that time the Center for Japanese Studies and the Center for South and Southeast Asian Studies have joined in support of PASE activities.

The focus of PASE is assistance to teachers in secondary schools and two and four year colleges in the Midwest to improve their instruction of Asian Studies through better teacher training and guidance in selecting educational materials.

This is to be accomplished by:

(1) providing a Resource Center with a Coordinator and library of materials to aid teachers in planning their curricula;

(2) in-service training for secondary school and college instructors through seminars, conferences, and a year's study for secondary teachers at Michigan's Asian area center;

(3) providing greater learning opportunities at all levels for future teachers of Asian Studies.

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PROJECT ON ASIAN STUDIES IN EDUCATION

Proposed projects for the 1972/73 school year:

1. Project on China for secondary school teachers: see separate information sheet.

2. Seminar on Teaching Asian Studies to Undergraduates: see separate information sheet.

3. Mediamobile

   a mobile unit with selected resources is proposed that will be a means of active dissemination of materials, provide a window on other available materials, and give more immediate feedback from students and teachers on present resources. this unit might move from school district to school district spending time at individual schools or at larger conferences.

4. Resource Center

   resources will be gathered selectively and information on resources available elsewhere will be compiled. actual development of materials will also be undertaken, e.g. slide sets on China with commentaries.

   PASE will strive to be a relay center for interested teachers and institutions.

5. Learning Packages/Mini Courses: see separate information sheet.

   specific package proposals will be developed to cover various areas of the Asian scene. these packages will attempt to use current pedagogical materials to develop units that get under the skin of the Asian cultures involved.

6. Conferences

   PASE is ready to help with conferences later in the year that are concerned with the Asian areas.

PROJECT ON CHINA FOR SECONDARY SCHOOL TEACHERS

A comprehensive program to assist teachers in the development of China curriculum units has been developed at the Teachers' Information Center of the World Affairs Council of Boston under the direction of Ms Sarah Benet. PASE tentatively plans to offer this program at the University of Michigan in the spring.

This project prepares materials for the teachers to use in the classroom - case studies which deal with the Chinese from a humanistic point of view. These materials allow both student and teacher to gain an understanding of China that transcends the factual and instead creates an awareness of the life styles of people in the traditional, transitional, and modern stages of Chinese culture. Its goals have been to work with as many teachers as possible - both effectively and affectively - in the development of curriculum units that reflect their interests and the interests of their students. It hopes to give students of all ages some insight into those aspects of life and culture that are common to all people and an understanding of the differences.

During the twelve week workshop period, the teachers meet with the staff, teaching consultants, and area scholars - the first three meetings are devoted to experiences both actual and visual, which make the teachers aware of attitudes and circumstances that may interfere with their teaching goals. At this time such things as stereotypes, the learning environment, school administration, community feelings, and other factors which are part of the learning process are considered. After this there is a more traditional lecture/discussion format and finally the project concludes with the writing of the curriculum units the teachers will use with their students. At all times a careful mix of experiences and activities is maintained. Teachers may obtain graduate credit for participation in this program.

One of the more interesting aspects of this workshop experience has been the use of role-play situations which help the teachers deal with their feelings about Chinese and student cultures. With the cooperation of past workshop teachers a simulation experience which provides the teachers with the opportunity to explore their feelings about these cultures has been designed. The teachers have welcomed these sensitising sessions. By their own admission, teachers need more than materials, methodology, and background knowledge in order to deal effectively and affectively with non-western cultures. Many of them have a real concern about handing on to their students feelings about Chinese culture that may not be as free from value judgments based on our Western traditions as they would like. The simulations are an effort to meet this need.

This curriculum experience is unique because it provides teachers with classroom materials, contact with area scholars through lecture/discussion, and the opportunity to consider

various teaching techniques through interaction with the staff and workshop colleagues. Previewing selected films, learning to use the abacus, developing simple cooking skills, and practicing some basic calligraphy... all of this is part of the twelve week experience.

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The project is maintained by one full time director and a group of consultants who work with the teachers during the workshops and other programs. Moreover, all of these individuals contribute to the development of the case materials.

Tentative Workshop Format
(12 week program)

Session 1.	Introduction to workshop and China
Session 2	"China Game" - a role-play experience
Session 3	Lecture/discussion - traditional China
Session 4	Audio-visuals on traditional China - films, slides will be previewed
Session 5	Lecture/discussion on transitional China
Session 6	Audio-visuals on transitional China - films etc.
Session 7	Lecture/discussion on modern China
Session 8	Audio-visuals on modern China...
Session 9	Lecture/discussion on Mao and the Cultural Revolution
Session 10	Audio-visuals on Mao and the Cultural Revolution
Session 11	Activity night - abacus, calligraphy, I Ching
Session 12	During the workshop there will be discussions of the units the teachers are working on. This evening they will work together to finish them.

SEMINAR ON TEACHING ASIAN STUDIES TO UNDERGRADUATES

THURSDAYS 7:00 to 9:00 p.m.

Jan. 11. Organizing meeting. Input from seminar members will be feed into the following sessions.

Jan. 18. The College Context. A simulation session using 3-6 different college situations. Small groups will strive to redesign an Asian Studies course syllabus left by the "previous professor".

Jan. 25. Teacher-Student Dynamics. Two role playing sessions dealing with teacher-student situations.

Feb. 1. Asian Studies: Development of the Field. Discussion of the structure and history of the Asian Studies field.

Feb. 8. Asian Studies: Past, Present and Future. Discussion of Asian Studies courses: review of sample syllabi, reports on classroom visits, exploration of future possibilities.

Feb. 15. The Teaching Context. Session with professors from junior, community, and four year college scenes discussing the problems and possibilities of Asian Studies programs on these types of campuses.

Feb. 22. Learning Materials: their Use, Development and Adaptation. A session with Prof. Frederich Goodman of the School of Education.

Mar. 1. Teaching Methods: Case Studies. Simulation of "New Man in the Organization", a Chinese document, and a follow-up debriefing session centered on the use of the case study approach.

Mar. 15. Teaching Methods: A-V Materials. Creative use of slides, films and videotapes.

Mar. 22. Teaching Methods: Small Group Techniques. Simulations using various small group situations.

Mar. 29. The Problem of Evaluation. Session with a CRLT associate exploring the question of measuring results and evaluating students.

April 5 & 12 Projects. Preview and discussion of projects that seminar members have developed.

April 19 Evaluation and Summary Session.

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MINI COURSES

Graduate students in the Center for Chinese Studies and the School of Education at the University of Michigan have been working with PASE to develop "mini courses" or learning packages for use in schools where such a format is suitable. Two proposals along these lines have been submitted to date. We are anxious to hear teachers' reactions to these proposed packages, their suitability for the course and time framework of particular schools and the relationship of the suggested packages to different teaching needs.

COURSE I: The focus of this learning package is social, economic, political and cultural life in the People's Republic of China.
If used within the absolute minimum time span of six (6) one hour sections, this package might be used in courses such as East Asian Studies, World History, Social Studies, Economics of Development, Comparative Economic Systems, Government and Politics etc.
As expanded, full semester version of this package might be used as a course in its own right.

Objectives:

1) To expose the student to the social, economic, political, and cultural problems which face both the peasants of rural China and the government of China.
2) To allow the students to try to develop methods for dealing with these problems, thus gaining an understanding of how governments and socio-economic systems develop to meet concrete needs in concrete situations rather than according to abstract principles.
3) To expose the students, through a series of readings, slide viewings and simulation experiences, to the solutions to these problems attempted in the People's Republic of China emphasizing both their Chinese and their Communist elements.
4) To allow the students to criticize the solutions presently being used in the People's Republic of China.
5) To see how the students' perceptions of life in China have changed, if at all, and to see what lessons, if any, can be drawn from the Chinese experience for other areas of the world, including the United States.

COURSE II: This course is divided into two phases, the first being self-contained, and the second available for use after the completion of phase one.

Phase one focuses on daily life in the People's Republic of China with treatment of the historical roots of present day China. It traces the relationship between the land, the peasant, the urban dweller and the government. It looks at how the Chinese relate to their environment, perceive the world, and are subsequently perceived by others (especially Americans). Included as possible areas to be covered are Confucianism, Taoism, Buddhism, the Imperial culture, Republican China, the socio-political revolution under the Chinese Communist Party, and Chinese efforts at economic development. Activities for the course will be based on multi-media approaches, case studies, outside experts visiting the school, and, as students become more familiar with the materials regarding China, it should be possible for them to pursue topics such as education, housing, medicine, food, art and literature, role of the military, daily working conditions, worker-management relationships, male-female relationships, the development and influence of Mao, individualism and the state, etc. This phase could last up to six weeks, depending on the number of hours available for the course per week.

Phase two would begin only after the students felt they had gained enough knowledge about China to meaningfully relate it to social interactions at various levels. The students in this phase would be introduced to some simulation exercises that reflect the social tensions common to various types of national organizations; the simulations would portray developing countries, free-enterprise and democracy, monarchy, communism. The objective here would be to provide experiences in the type of group processes that occur in community development, national planning and governing (with exemplary reference to China). This phase of the course would require a minimum two (2) hour block of time, preferably twice a week for four (4) weeks, though once a week for six to eight weeks would also be possible.